

In reviewing the notes from the May Professional Preparation and Development (PPD) Committee (a sub-committee of the Building Bright Futures State Council) and remembering our comments to not re-create or dismiss the work that has happened prior to convening Group III, the exercise led by Reeva Murphy on the Accomplishments, Challenges and Opportunities could help guide our discussion as we look forward to the work of building a more systemic approach to supporting the professional development of early childhood and afterschool professionals.

Submitted by Sue Ryan, VT Child Care Industry and Careers Council, active member of the PPD committee

Professional Preparation and Development Committee
May 7th 9:00-3:00 **Note: NEW DATE!!**

9:45- 11:45 CDD Presentation on addressing Challenges for Change and discussion on the potential impact to the Early Childhood and After School Professional Development Delivery System (Reeva Murphy):

Discussion begins *on is there a different way to better use the resource development and quality funds for a more effective and efficient delivery model.* The charge: here is what we are doing now, is this the best way?

| What are some of the real accomplishments / milestones achieved by Vermont in workforce and quality? | What do you see as opportunities? | What do you see as challenges/barriers? |
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| <p>Apprenticeship program</p> <p>Afterschool professional development</p> <p>National grant opportunities to fund the building of systems</p> <p>Support from VT funders (like the AD Henderson Foundation)</p> <p>ACT 62---in terms of funding, also implementation issues across the State</p> <p>Northern Lights Career Development Center:</p> <ul style="list-style-type: none"> • BFIS Course Calendar • System for Documentation/ verification of Training • System for IPDP • Career ladder and lattice • Core competencies— several sets completed, more on the way • Career advising guide • Credentials • Instructor registry <p>Access to high quality training: in particular around early literacy</p> <p>Alignment of training with the components of the system and the career ladder</p> | <p>ACT 62 implementation</p> <p>Increasing work/collaboration between the “CDD” world and the “DOE” world</p> <p>Technology as a tool to improve the system (quality, access, efficient, effectiveness)</p> <ul style="list-style-type: none"> • Registration for trainings through the BFIS Course Calendar (NH does this) • Online coursework <p>Relationship based professional development</p> <ul style="list-style-type: none"> • Follow up “classroom” based learning with “coaching”—research shows this leads to application of learning <p>CEU model/system</p> <p>(Springfield College) model of credits for prior learning that leads to degree.</p> <p>Early Childhood Program Licensing is going through its review. Incorporate relationship based, online (?); team-based reflection and planning</p> <p>Funders looking at the professional development system and their desire to invest in key, strategic points that elevate the system:</p> <ul style="list-style-type: none"> • Take a broad look at our career ladder and the learning opportunities that support professionals in moving along the ladder. Examine what are the gaps, where is there overkill, where is the funding for each level coming from, is it fully funded, HOW CAN WE DO IT | <p>ACT62 implementation</p> <p>Online coursework—currently does not count as hours for the licensing requirements</p> <p>Relationship based professional development: VT rural nature (access)</p> <ul style="list-style-type: none"> • Applying “classroom” training into practice (****) a • Measurement of this and its effectiveness <p>Access to technology</p> <p>Ability/Capacity of our current system to produce teachers with ECE licensure</p> <p>Funders have funded specific elements of the professional development system, (Level 2, early literacy) and are feeling the weight</p> <p>Funding</p> <p>Fragmented gaps in accessing coursework...especially BA level.</p> <p>Cost of BA...large loans, low pay upon entering the field.</p> <p>TEACH model</p> <p>Awareness around loan forgiveness</p> <p>Scholarships are targeted for early childhood courses only (other courses required for a degree are not covered)—United Way may be a partner</p> <p>BFIS</p> <ul style="list-style-type: none"> • DOE and CDD systems don’t relate: specifically around workforce data (NGA technical assistance??) |

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| <p>(Fundamentals)</p> <p>BFIS</p> <p>STARS</p> <p>PPD</p> <p>Guiding principles for our Professional development system have been developed</p> <p>Multiple professional development delivery methods</p> <p>Articulation agreements</p> <p>Foundations for Early Learning grants from FEL and CSEFEL</p> <p>First Steps (Infant toddler guidelines) in development</p> <p>VECEL (VT Early Childhood Licensure project)]</p> <p>CDD scholarships for higher ed coursework in early childhood</p> <p>Bonus money tied to attaining career ladder levels</p> <p>CIS initiative to integrate delivery and funding streams (Medicaid global commitment waiver)</p> <p>Resource Development specialist model for being a support for development and information.</p> <p>Head Start T and TA project</p> | <p>EFFECTIVELY and EFFICIENTLY so professionals have the support they need to achieve higher levels on the ladder.</p> <p>Degree work: scholarships and loan forgiveness, incentives (keep people in the field/position)</p> <p>TEACH Model</p> <p>BFIS-is capable to track workforce data: it needs to be “populated” with the data.</p> <p>Find ways providers get information and utilize them for outreach.</p> <p>CDD relationship building with Superintendent’s Assoc, School Boards Assoc, Principals assoc; and local school districts.</p> <p>Afterschool is a place DOE and CDD are intersecting</p> <p>Superintendents need clarification around implementation of ACT62</p> <p>Career Counselors</p> <p>Pre-service requirements</p> <p>Innovative delivery models at different higher ed institutions that address barriers</p> <p>Implementation once First Steps is finalized (ie alignment with prof dev systems)</p> <p>System that allow professionals to enter data once and have that info end up in the various systems it is needed in. (including annual reports for STARS, etc)</p> | <p>Perception from DOE teachers of the “CDD” systems (disconnect of their value) and language barriers that go with it.</p> <p>There is still much about the professional development system (s) that is not known by professionals</p> <p>Populating BFIS with data (the need for practitioners to enter their info)—make it requirement in other components of the system? (STARS, bonus money, etc)—sometimes people are in the system without knowing they are there.</p> <p>Geographic and time barriers to higher ed</p> <p>Lack of requirement for family childcare providers in terms of knowledge about child development</p> <p>Evaluation and quality assurance</p> <p>Legally exempt providers and the law that allows this.</p> <p>Time it takes for data entry / documentation</p> <p>NAEYC accreditation is getting “lost in the shuffle” in terms of focus on STARS</p> <p>Number of Quality programs/processes needed and the need to do the documentation for each of these....Head Start Performance Standards, DOE, STARS, National Accreditation</p> <p>Any increase in quality standards including increasing licensing standards (requirements) has a resulting impact in terms of funding (lack of). IE overtime cost of attending training</p> <p>Funding for substitutes in order for team meetings, demonstrating through documentation quality of programs</p> |
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